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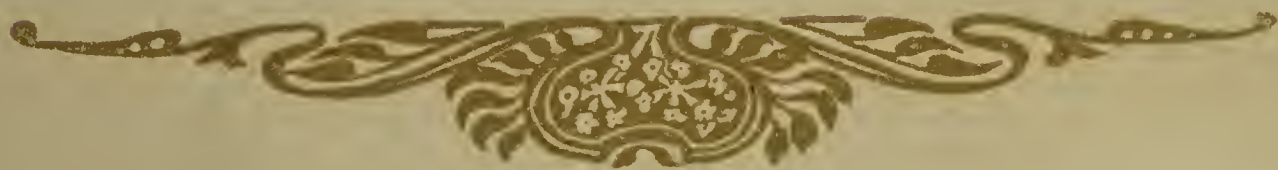
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# The Higher Educational Work of the American Board

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# The Higher Educational Work of the American Board

A Statement of  
Its Basis, Scope, Opportunity,  
and Need

Published by the  
AMERICAN BOARD OF COMMISSIONERS FOR  
FOREIGN MISSIONS

14 Beacon Street, Boston, Mass.



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# The Higher Educational Work of the American Board

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## Christian Education Fundamental

O department of the work of the American Board abroad is more essential to its efficiency and permanence than the colleges and theological schools. These institutions have grown up out of the special needs of the work, and upon them depends its future success. *The fundamental policy of the Board*, in the organization and conduct of its operations in all countries, is *the creation of a native leadership* for all departments and the placing of responsibility upon the native leaders as rapidly as they are able to bear it. This policy carried out in Japan has produced over eighty Japanese Kumi-ai churches, now under the direction of Japanese leaders, over two thirds of which are entirely independent of mission financial aid, and the remaining third are to become so soon. Without well-educated Japanese leaders such a result would have been impossible.

## Native Leadership

In every mission of the Board there are already many churches, schools, and different phases of Christian work carried on by trained natives. At the beginning all this work was under the care and direction of the missionaries themselves. No other method was possible. As soon as properly trained Christian natives could be reared responsibilities were passed over to them. It early became apparent to the missionaries and to mission boards that their most permanently efficient work lay along the line of train-

ing the men and women who should be capable of bearing responsibilities and of leading their own people in all lines of advance and reform.

### **Educated Leaders and Self-Support**

Native churches are ready so far as able to assume the salary of their own pastors and to support their own teachers in the schools in which their children study. No pastor of a native church in our Madura, Natal, and Japan Missions receives any salary from the American Board. In many other missions the people pay the salary of their pastors in part or in full. In no case would they support the missionary, even were he their pastor. The self-support of the native churches and schools demands that natives be trained as pastors and teachers and leaders.

### **Education in Native Land Most Economical**

To bring a young man from an Asiatic country and educate him here, giving him a collegiate and theological course, costs about as much as it does to give practically the same course in his own country to himself and to eight other young men at the same time. These nine would probably all of them be of more than nine times the actual service to their people in the way of Christian leadership than would be the American-trained student.

### **American Board Educational System Comprehensive**

It has already been demonstrated that the bulk of the native Christian leaders, for efficiency as well as for economy, must be trained in their own country. Mission Boards, acting upon this principle, have established as a direct outgrowth of their educational system many high schools, colleges, and theological seminaries. Such institutions are more essential to the success and advancement of Christian institutions in the East than they are in the West.



## Number and Location of Institutions

The American Board, with its headquarters in the home of the Pilgrims and Puritans, was among the first of the foreign missionary organizations to see the importance of educating native leaders in the countries which they sought to evangelize. This educational work has developed rapidly both for men and for women, until there are now connected with the work of the Board twenty colleges and fifteen theological schools. Six of these colleges are for young women and one is for both sexes. The theological schools here enumerated are all for men. At least fourteen different languages, in addition to English, are spoken by the students of these institutions. They are located in Bulgaria, Asia Minor, Armenia, Northern Syria, India, Ceylon, Africa, China, Japan, Mexico, and Micronesia. Each college has a preparatory department. There are 4,926 students in the colleges and their lower departments and 169 in the theological schools.

## Source of Ministers and Teachers

Of the more than 4,000 native Christian workers in our twenty missions, nearly all were trained in one or more of these schools. Many who are doing conspicuous Christian service in other missions and in government positions, or as independent leaders, came from these same institutions. Without these trained workers our missions could not be continued. In addition, a vast number of Christian leaders in various professions and trades owe their powers of Christian leadership to these colleges.

## Some Significant Facts

The work of the American Board in its present proportions could never have been established, neither could it be long maintained without these institutions. Not one of them could be closed for any length of time, or even curtailed in its work, without seriously harming the mission with which it is connected.

These institutions alone provide the native pastors,

preachers, and evangelists, and the most of the Christian teachers upon whom the work of the Board among the native populations is largely dependent.

These colleges and seminaries make self-support, self-direction, and self-propagation possible among the native Christian institutions. Only thus can the work done be made permanent.

These institutions make it possible to carry on large and increasing missionary operations without greatly increasing the cost of the same.

The Union Medical College at Peking is the only medical school in North China for training Christian Chinese physicians.

Through the trained Christian young men who go out from these institutions into various walks of life, Christian influences are extended into business, official life, literature, and every learned profession.

Through the girls' colleges influences are set in operation that elevate and purify the home and bear directly upon the social life of every country in which they are located. More and more these colleges are reaching also the sons and daughters of the higher official and literary classes, and through these are directly influencing the centers of the social, intellectual, and political life of these countries.

There are no mission institutions which so generally and increasingly command the approbation of all classes, both foreign and native, as these Christian colleges, in which modern ideas are taught and the students are brought into touch with the best in scholarship, science, and religion.

There are no mission institutions for whose support the people themselves contribute more willingly. Many of these colleges receive more than one-half of all their running expenses from the people themselves.

### **American Board Colleges in Detail**

Eliminating from the total number of colleges connected with the American Board six that are for women only, and



which draw their support not directly from the American Board, but from the Woman's Board and from special corporations, and also omitting the colleges which have funds in the hands of separate boards of trustees to meet their immediate running expenses, we have eleven colleges abroad towards whose support the Prudential Committee of the American Board makes annual appropriation.

In these eleven colleges at the present time there are 3,016 *students* in all departments. There are twenty-four *American Missionary Families* and two others whose support comes from the treasury of the Board and who give their entire time to the work of the colleges. Nearly half of the men are the presidents of the institutions with which they are connected. Others give a great part of their time to teaching and to the general oversight and direction of the institutions. In these schools *ten different languages are used*. These colleges are asking from the American Board for 1908, \$48,410, which includes all that is paid for salary and support of the missionaries above named, providing their houses, caring for their children, furnishing salaries for the native teachers, and scholarships for the students who must receive aid. This sum must provide for the libraries and the upkeep of the institutions in every department, including buildings, etc. *This is an average of \$4,400 for each institution*. In every instance the college stands at the center of the educational system of the country, is in a large degree shaping that system, and the graduates are among the best of the educated men of the country. These colleges are found in Africa, China, Northern Syria, Asia Minor, Bulgaria, India, Japan, and Mexico.

### American Board Theological Seminaries

This year *twelve theological seminaries* in connection with the work of the Board are in session. These have in attendance 169 *students*, all of them in preparation for the Christian ministry. These seminaries are located in Africa, two sections of China, three sections of the Turkish Empire, Bulgaria, two points in India, in Japan, Mexico, and



Micronesia. Forty-eight missionaries (twenty-four families) are connected with these theological training-schools, and give practically their entire time to them. There are also native teachers and some other missionaries who give a part of their time to this work. The American Board makes direct appropriation to these twelve seminaries for the support of the twenty-four missionary families, for scholarships to most of these students, for the native professors, and for the care of buildings, etc. *All that these twelve theological seminaries cost the American Board this year, including what has been mentioned above, is \$46,825. This makes an average of \$3,902 for each seminary. Two of these seminaries have about 40 students each, one has 20, and the rest smaller numbers. These seminaries are the sole source of supply for pastors and preachers for some 600 mission churches. From these also come the evangelists and the missionaries of the native missionary societies.*

### Annual Cost Abroad

For the support, therefore, of the *eleven colleges* here mentioned and the *twelve theological seminaries*, twenty-three institutions for the higher education of young men in connection with the missions of the American Board, the Board is asked to give in round numbers this year \$95,000. This provides also for the support of the equivalent of forty-nine American missionary families connected with the teaching staff.

### Annual Cost in America

The last Report of the Commissioner on Education for the United States shows that the 622 Colleges, Universities, and Technical Schools of the United States received last year as income \$44,783,326, or an average of \$72,000 for each institution, and that they hold property, including endowments, valued at \$554,077,000, an average of \$891,000 for each. They received by direct gifts and bequests last year nearly \$18,000,000. It is reported that last year the total gifts to education in the United States from all sources were

\$61,737,277. The annual expense of Harvard University is reported at nearly \$2,000,000, and of Cornell, Chicago, and Yale Universities at more than \$1,000,000 each. The three best known so-called smaller colleges in New England of Congregational origin, — Amherst, Dartmouth, and Williams, — possess property, including endowments, valued at \$8,208,000, and their combined expenses last year were about \$600,000, not including the cost of new buildings, while the cost last year of Tuskegee is reported at \$198,000. The importance of these institutions has received general recognition, as their liberal endowments and continued support demonstrate.

### Comparative Opportunity

In the face of these facts and a multitude more like them that might be given, *it certainly cannot be declared visionary or extravagant that the American Board should ask for an endowment of \$2,000,000 for eleven collegiate and fifteen theological institutions in widely remote regions of the earth and standing at centers of the greatest international educational and evangelistic movement of the century.*

### Permanent

These institutions have all passed the experimental stage. Each one is established in its own country among its own people as a permanent part, and the crown of the Christian educational work of the churches and of the mission. Some of these have been doing magnificent work for more than half a century.

### Non-Competitive

They are not competing with similar institutions of other denominations, but each has a distinct field and constituency of its own. In most cases they afford the only opportunity offered to the youth of their territory for a higher Christian education. In some instances, where other denominations are near, they have already become interdenominational in their character.



### **Worthy Support**

Hitherto, all these theological schools and, with only a few partial exceptions, all of the colleges have depended for their support from America upon an annual appropriation from the treasury of the Board. This method was well in their earlier days; but now they have become thoroughly established and the permanency of their work has been demonstrated, other provision must be made for them.

### **Fixed Income Required**

It is imperative that these institutions, both the colleges and seminaries, shall have an additional fixed income of not less than \$90,000, upon which they can depend from year to year for the support of the American president and teachers, as well as to pay the salaries of a number of native teachers, to meet the general expenses, and to help with small scholarships poor but worthy students.

### **Endowment Needed**

All this can be accomplished only through endowments invested in the United States under the care of the Prudential Committee or of separate boards of trustees. The American Board is desirous of securing adequate endowments for each one of these institutions separately or for the work they are doing as a whole. It would prefer that the money be given to the Board as an "endowment for its higher educational work," leaving the responsibility to the Prudential Committee for the distribution of this income among the various institutions.

### **Influence Over Races, Nations, and Religions**

There are no institutions of learning in this country that reach so many students and at the same time exert so wide an influence over races, nations, and religions as do these mission colleges and seminaries. There are no institutions of their size, character, and importance that are conducted at so little expense. The income of an endow-

ment required by some of our best American universities for a single professorship would be sufficient to meet all of the charges of many of these colleges and theological schools.

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## Higher Educational Institutions of the American Board of Commissioners for Foreign Missions

### THEOLOGICAL TRAINING SCHOOLS

- ✓ 1. Collegiate and Theological Institute, Samokov, Bulgaria.
2. Western Turkey Theological Seminary, Marsovan, Turkey.  
(With Anatolia College.)
3. Central Turkey Theological Seminary, Marash, Turkey.
4. Eastern Turkey Theological Seminary, Harpoot, Turkey.
5. Training School for Pastors, Mardin, Turkey.
6. Marathi Mission Theological Seminary, Ahmednagar, India.
7. Madura Mission Theological Seminary, Madura, South India.  
(With Madura College.)
8. Theological Department, Jaffna College, Jaffna, Ceylon.
9. Foochow Theological Seminary, Foochow, China.  
(With Foochow College.)
10. North China Theological Seminary (Union), Peking, China.
11. Canton Training School (Union), Canton, China.
12. Theological Department, Doshisha, Kyoto, Japan.
13. Amanzimtote Theological School, Adams, Natal, South Africa.
14. Kusaie Training School, Kusaie, Micronesian Islands.
- ✓ 15. Theological Department, Colegio Internacional, Guadalajara, Mexico.

### COLLEGES SUPPORTED IN WHOLE OR IN PART BY ANNUAL APPROPRIATIONS FROM THE BOARD

1. Central Turkey College, Aintab, Turkey.
2. Anatolia College, Marsovan, Turkey.
3. International College, Smyrna, Turkey.
4. Collegiate and Theological Institute, Samokov, Bulgaria.
5. American College, Madura, South India.
6. The North China College (Union), Tung-chou, China.
7. Lockhart Medical College (Union), Peking, China.
8. Foochow College, Foochow, China.
9. The Doshisha, Kyoto, Japan.



10. Amanzimtote Seminary, Adams, Natal, South Africa.
11. Colegio Internacional, Guadalajara, Mexico.

#### COLLEGES SUPPORTED BY INCOME FROM INVESTED FUNDS AND GIFTS FROM OTHER SOURCES

1. Euphrates College, Harpoot, Turkey.
2. St. Paul's Institute, Tarsus, Asia Minor.
3. Jaffna College, Jaffna, Ceylon.

#### COLLEGES SUPPORTED BY THE WOMAN'S BOARD OF MISSIONS.

1. American College for Girls, Constantinople, Turkey.
2. Foochow Girls' College, Foochow, China.
3. The American Collegiate Institute for Girls, Smyrna.

#### COLLEGES SUPPORTED BY THE WOMAN'S BOARD OF MISSIONS OF THE INTERIOR

1. Central Turkey Girls' College, Marash, Turkey.
2. Kobe College for Girls, Kobe, Japan.
3. North China College for Girls (Union), Peking, China.

The Woman's Boards are seeking endowments for the institutions dependent upon them for support.

#### *Far-Reaching Influence*

For bringing to bear upon non-Christian nations the most lasting influences of Christianity and for building into the life of those nations that which we most value in our own civilization, these institutions hold preëminent positions.

The Prudential Committee has always been ready to receive and hold endowments for the support of this educational work. It is convinced that the time has now come when it should make special effort to secure such endowments in order to give these necessary institutions a fixed income and to relieve the regular treasury of the Board of the burden of an annual subsidy for their support.



At the Annual Meeting of the Board held in Cleveland, Ohio, in October, 1907, the following action was taken:—

*Resolved*, — That we urge upon laymen of means the importance of endowment for our collegiate and theological institutions in the East, upon which depends so fully the advance, self-support, and self-propagation of the direct and permanent work of evangelization.

At a regular meeting of the Prudential Committee held on December 31, 1907, after two weeks' consideration of the matter it was unanimously voted, — "That the Prudential Committee at once set about the securing of funds amounting to \$2,000,000 for the permanent endowment of its collegiate and theological institutions and that the details of the plan be referred to a sub-committee of four, together with the Cabinet."

### A Form for Legacies

I give and bequeath to the American Board of Commissioners for Foreign Missions, incorporated in Massachusetts in 1812, \$....., as a permanent endowment fund for its higher educational institutions, the income only to be used for the support and conduct of the higher educational work of said Board.

.....











St. Paul's  
Institute,  
Tarsus,  
Central  
Turkey  
Mission.  
Three  
Buildings



Euphrates College and Eastern Turkey Theological Seminary, Harpoot



A Graduating Class in American College for Girls, Constantinople



The Collegiate and Theological Institute, Samokov, Bulgaria, European  
Turkey Mission



Central Turkey Girls' College, Marash



Anatolia College, Marsovan, Western Turkey Mission



International  
College,  
Smyrna,  
Western  
Turkey Mis-  
sion. Right  
wing of Col-  
lege Building



Central Turkey College, Aintab, Turkey

SOME OF THE HIGHER EDUCATIONAL INSTITUTIONS OF THE AMERICAN BOARD IN TURKEY





College Hall, Pasumalai, American College, Madura, South India



Laying the Corner-Stone of the American College, Madura, South India, 1906



Jaffna College Buildings from the southeast, Jaffna, Ceylon

SOME OF THE HIGHER INSTITUTIONS OF THE AMERICAN BOARD IN  
INDIA, CEYLON, AND CHINA]



Teachers and Students, Marathi Mission Theological Seminary, Ahmednagar, India



Teachers and Students, North China Theological Seminary (Union), Peking





Kobe College for Girls, Kobe, Japan

## JAPAN



Doshisha, Kyoto, Japan



Basket-Ball at Colegio Internacional, Guadalajara, Mexico

## MEXICO



Woman's Department of Doshisha, Kyoto, Japan

## AFRICA



Jubilee Hall, Amanzimtotse Seminary, Adams, Natal,  
South Africa





Foochow College, Foochow



The North China Union Arts College, Tung-chou. All buildings owned by American Board



The North China Union Medical College. Building owned by London Missionary Society



Union Theological College, Peking. Building owned by American Presbyterian Mission



The Ladies' House

The College

The Church

The Union Woman's College in Peking. Buildings owned by the American Board



Girls' College, Foochow

# SOME OF THE HIGHER EDUCATIONAL INSTITUTIONS OF THE AMERICAN BOARD IN CHINA



## DATE DUE

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